



The Development of Depok Civil Servant Training and Education System

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Abstract

Even though Civil servant training system in Indonesia is very complex, the training is needed as the Government of Indonesia consider training as one of investments. The government provides budget for every government institutions both in central and local government. Depok City Government conducts training for civil servants every year. One of the most important training is technical training, because the training aims to improve the competency of majority of civil servants so the Government of Depok always spends a lot of money for the training. The main problem concerning the training system in Depok is lack of reform agenda, while the training organizers in the Agency of Human Resource Development and Employment of Depok believe that it is small budget which discourage the effectiveness of training for civil servants. This paper aims to give suggestion a new training system by enhancing the role of consumer, supplier and policy maker.

Keywords: Civil Servant; Depok; Education; Training

Introduction

Indonesia, through the Ministry of National Development Planning/ National Development Planning Agency, launched "Master Plan for the Acceleration and Expansion of Indonesian Economic Development" (MP3EI 2011- 2025)". The implementation of the master plan requires collective and substantive efforts from all parties in Indonesia. One of the problems that must be solved in the Master Plan is human resources. More specifically, Indonesia's economic development master plan focuses more on the quality of human resources to support "renewing a new mindset in conducting business" (MP3EI 2011-2025, p. 10). Law Number 5 Year 2014 concerning State Civil Apparatus mandates Civil Servants (PNS) must respond to the demands of society. Public service is a form of good governance and good governance. However, although currently 85% of civil servants have an upper secondary education background or 3, 829, 750 of the total number of civil servants amounting to 4,374,349 (BPS, 2016) but the public still complains about the quality of public services (Ombudsman RI, 2018). Whereas the role of public institutions is very important, in times of political change, globalization and high societal demands, in order to achieve the desired outcome, public institutions need to direct their attention towards the most valuable resources at their disposal - the human capital (Alina, C, and, Armenia, A, 2015). To improve the quality of human resources central and local governments carry out various efforts to effectively implement HR activities. The Depok administration set program to improve employee's competency

through education and training. The Depok government has 7,840 civil servants and a budget of Rp. 880,158,860,406 (www.depok.go.id, 2016) to provide services to over 2,000,000 residents.

Theoretical Framework

The implementation of civil servant education and training has not had a positive impact, as expressed by Park (2011, p. 219) many researchers, and even the Indonesian government, are aware of the current weakness of the Indonesian training system. A more serious problem, however, is the lack of implementation of the identified reform agenda, a problem that has not been addressed in previous studies. Education system and Indonesian PNS training is complex and fragmented (Rohdewohld, 1995, p. 108). Education and training of civil servants is very often more supplier driven, for example more to use the budget than the needs of civil servants or organizations (Rohdewohld, 1995, p. 111). Based on demands to improve the quality of human resources, this research is needed to review the current system and find a model for civil servant training. This demand is in line with the mandate of Law Number 5 of 2014 concerning the State Civil Apparatus which must be able to provide public services for the community. Specifically, this study focused on the renewal of the Depok City civil servant education and training system. Previous studies have not revealed a study that provides a system change in the implementation of civil servant education and training programs, Wahyu Tri Handayani, Agus Suryono, Abdullah Said (2011) revealed that the Probolinggo District Civil Servants Education and Training was not effective, due to lack of facilities during education and training.

Indonesian Civil Servant Education and Training

In the reform era, civil servants have a very important position (UNDP, 2003) revealing that the creation of a modern public administration is primarily a rule of law or regulation, but about changing people's attitude, behavior, styles of conceptualizing and undertaking their work. And thus it is also about how the public service is organized and how resources are managed and developed. In the Indonesian civil servant education and training system (Diklat), there are several programs namely Leadership Training consisting of 4 levels, Functional Training consists of Functional Skills and Skills and Technical Training which is divided into two categories, namely technical training in general / administrative and management fields and technical training. substantive who provides skills and / or mastery of technical knowledge related to the implementation of the main tasks of the agency concerned.

Civil Servant Education and Training Provider

The State Administration Institute (LAN) is an advisory institution that is responsible for the problems of PNS education and training. LAN is responsible for making regulations, coordinating, implementing, and overseeing the implementation of training. LAN also designed a pre-service education and training curriculum and leadership training. In addition to LAN, the Ministry of Administrative Reform and Bureaucratic Reform (Kemenpan & RB) and the State Civil Service Agency (BKN) are institutions that manage PNS education and training. In addition, the National Defense Institute (Lemhanas) is also one of the other institutions responsible for training national leadership cadres. Every Ministry and Non Ministry in Indonesia including the regional government also has training education centers or training bodies such as the Ministry of Home Affairs, the Ministry of Finance, the Ministry of Foreign Affairs, the Indonesian Institute of Sciences, the State Personnel Agency, and others. From the description above, civil servant education and training in Indonesia can be described in several dimensions, as follows:

Table 1 PNS Education and Training Dimensions

Dimensi	Pendidikan dan Pelatihan PNS
Status	In service training
Career	Structural training
Task	Technical and functional training
Leadership Cadres	Leadership Cadres training

Source: Government Regulation Number 101/2000

Development of the training system will see the role of the three parties (Park, 2011, p220), namely supplier in this case BKPSDM Education and Training Section and Civil servant trainer (Widyaiswara), Consumers : training participants and Regional Work Unit (SKPD) and policy makers, namely Mayor Depok.

Methodology

Soft systems are used to analyze problems that are not clearly structured and not well defined (M. Reza Mehregana, Mahnaz Hosseinzadeha *, Aliyeh Kazemia.2012). Therefore this approach is used with qualitative data types. Soft System Methodology (SSM) is a process of systemic research in its implementation using system models. The development of the human activity system model is carried out by stages of extracting unstructured problems, discussing intensively with parties related to problem solving, comparing the concept of systems thinking (real world), and solving problems together.

Analysis Unit

In the Soft System Methodology approach, there are seven steps used to provide solutions to unstructured problems that might occur in the education and training of Depok Civil Servants so that they cannot improve the performance of the Depok city government. (Checkland and Scholes: 1990), The development of the competency of the Depok City Civil Servants through education and training will be seen from two sides, namely the real situation with situations where the critical thinking stage is used to see and interpret the Depok City Civil Servants training and training activities. From the two worlds, then seven stages will be elaborated in this research, namely:

Stage 1 and 2

Review unstructured problems. At this stage the collection of problems is related to technical and functional education and training activities. Researchers conducted interviews with structural officials at the Human Resources and Human Resources Development Agency (BKPSDM) of Depok City as suppliers of education and training programs, officials and in several Regional Work Units (SKPD) as well as officials in the staffing unit as training consumers. Secondary data was obtained through documents obtained from BKPSDM, the Central Statistics Agency (BPS) and other sources. The information obtained from stages 1 and 2 is used to build rich pictures (a real picture of the implementation of Depok City civil servant education and training) which presents the actual state of civil servant activities in Depok in the development of human resources through education and training.

Stage 3

This stage identifies the parties involved in organizing the training of Depok City Civil Servants, the perspective of stakeholders on education and training held by the Depok city government and the environment related to education and training. Then formulated the main definition (root definition) is a short sentence that becomes a reference to correct a problem. The root definition is then described in CATWOE as in the following table.

Table 2 Elements and Description of CATWOE Implementation of Training of Civil Servants in Depok City

Elemen CATWOE	Penjabaran
Costumer	Who benefits from the training?
Actor	Who is involved in implementing the training program?
Transfomation	What changes should be achieved from input (participants, budget, development materials)?
World-view	What kind of perspective is needed so that the Depok city civil servant education and training system has a significant impact on Depok city development?
Owner	Who has the authority to formulate the training policy?
Environment	What obstacles hinder the implementation of Depok civil servant training programs?

Sumber: Checkland dan Scholes (1990)

Stage 4

At this stage root definition becomes a reference for building a conceptual model of the Depok City Civil Servants' education and training system. This stage identifies the education and training activity system contained in the rich picture.

Stage 5

This stage is known as compare models and reality. By comparing the conceptual with the reality of PNS training implementation, several parties will be asked to provide a view in accordance with the perceived perception of modeling. This stage will accept objections or suggestions for the modeling made.

Stage 6

Establish changes that are feasible and desirable but in accordance with the demands of scientific principles. Changes can include systems, structures, authorities and roles, procedures and human resources.

Stage 7

This stage is known as a step to take action. This stage will raise recommendations for changes to the implementation of Depok City Civil Servants Education and Training. Action plan in this stage in general by making changes to the procedures for organizing training. Good procedures or systems will make the training conducted will have an impact on the local government of Depok City.

Results and Discussion

Unstructured Problems

Unstructured problems related to Depok City civil servant education and training activities is the unavailability of a responsive system to the demands of effective technical training. The education and training system has the understanding that there are linkages, interdependencies and relationships ranging from planning, development, implementation to supervision. In the context of Depok's education and training, a good system provides concrete results in the form of measurable performance. The implementation of technical training for Depok civil servants is an integral part of the Depok civil service management. Department of Diklat at BKPSDM is a unit that has the authority to conduct training. However, the BKPSDM training unit cannot conduct certified training because it is not an accredited training center. To improve the competence of civil servants through training, the Depok city government is highly dependent on the West Java Provincial Education and Training Agency (Badan Diklat Provinsi) and training center of Ministry of Home Affairs (MOHA). Training Institutions where Depok civil servants send their employees to take part in training have weaknesses, because the education and training system in Indonesia as a whole is indeed complex. According to Rohdewohld (1995, p 111) Education and training are very dependent on the budget rather than on the training needs of individuals and organizations.

The collaboration between the Badan Diklat Provinsi, Badan Diklat MOHA and training center of line ministries (Pusat Diklat) do not perform well as Badan dan Pusat Diklat are overlapping and not well organized. In addition, the three have not seriously carried out the overall evaluation so that the training program followed by the Depok city civil servants has not changed from year to year. The training method implemented by the three training centers refer to more flexible National Institute Public Administration (LAN) regulations compared to training held by the National Defense Institute (Lemhanas) or the Ministry of Defense. It's just that this flexibility can be misused by trainees, including by the Depok City Civil Servants. The dependence of the Depok government on other parties has its own consequences: Depok does not have power to replace training providers.. LAN (2008) has conducted a study related to "Grand Design of Reforming Training System for Apparatuses" but serious reforms have not been carried out by Badan and Pusat Diklat. This is because the training does not meet several important aspects. Kazakovs (2014) revealed 12 aspects that must be fulfilled so that training and development provides optimal results, namely: development needs, efficiency, length of training, development intensity, development methods, cognitive models used, location, the cost of organizing education and training, other expenditures resulting from travel, indirect expenses, job priorities that will require development programs, what competency priorities will be urged to develop. From the various problems above, the role of the Mayor is very important to formulate a policy so that Depok Civil Servants can actually participate in education and training programs that have an impact on the organization. Besides the Mayor, other parties such as BKPSDM, All Civil Servants and Regional work unit (SKPD) are also responsible to the creation of high impact training. The important role of the three parties in the Depok city government is tabulated in the following table 3.

Table 3 Hierarchical Role of Organizing Education and Training in Depok Administration

Level	Parties involved	Important issue	Explanation
Directiv	Mayor	<ul style="list-style-type: none"> - Policy on Depok Civil Servant development - Directing and Controlling - Budget decision - Synergy between work units 	<ul style="list-style-type: none"> - Strategic planning for Depok Civil Servant development - Education and training policy
Strategy	BKPSDM training section BKPSDM Personnel Section Training lecturer (Widyaiswara) Training participants Regional Work Unit (SKPD)	<ul style="list-style-type: none"> - Pemberdayaan PNS pasca diklat - Koordinasi - Perencanaan 	Kepemimpinan Evaluasi dan pengawasan
Operational	HR Development Planner Training staff	<ul style="list-style-type: none"> - HR Planning - ADDIE 	Operational planning

Source: Own description

Problem Mapping

To illustrate the problem situation faced by BKPSDM, feedback from consumers is needed, but Depok City Government has never conducted an evaluation. Training plan is based on the size of the budget obtained from the executive. Concerning training program, BKPSDM only adopted programs from other institutions. Training on Hydrology Training, Dam Planning, Construction 3 Vocational Schools, Supply Chain Management, Dam Operations and Maintenance were taken from the Ministry of Public Works. Therefore BKPSDM have never implemented ADDIE, which consists of analyze, design, development, implementation, and evaluation. The post training evaluation is never carried out. The common form of evaluation is pre and post-test, to see the progress of the participants' knowledge.

However, both BPKSDM and training providers do not have tool to do post training evaluation. Evaluating employee performance can be conducted by asking the of each subordinate's performance who have attended the training. In addition to the tools, BKPSDM also never evaluate products or examples of the work of subordinates. BKPSDM chooses multiple choice forms and distribute questionnaires to only see participants' opinions on the training held". From interview with several key informants, the rich picture is described, below :

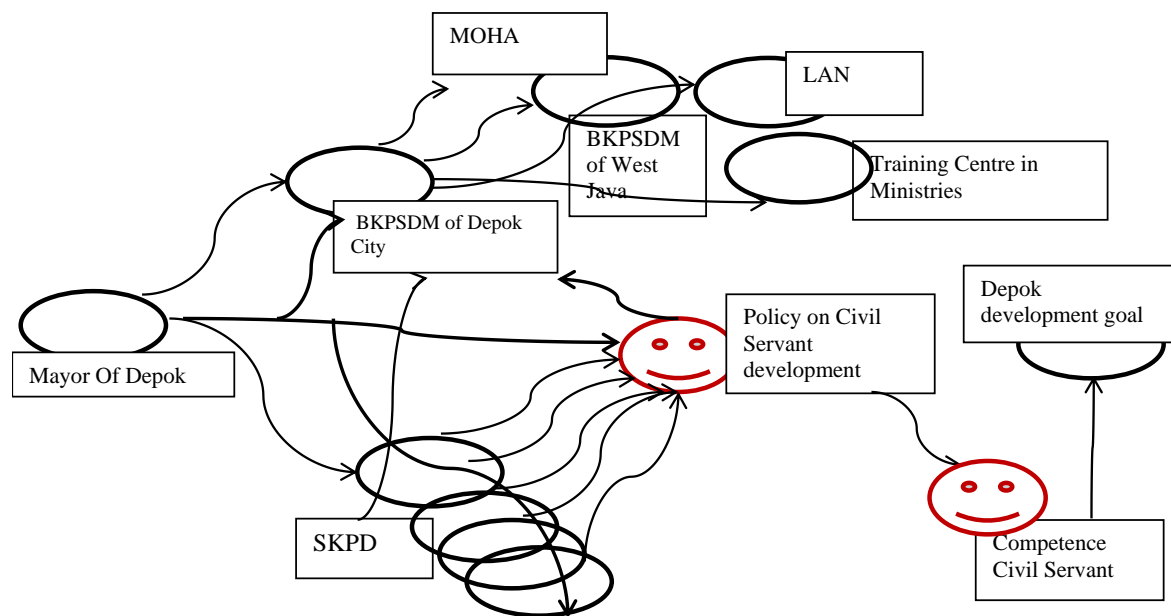


Fig. 1 Rich picture of the problem

Organizers and Widyaiswara

First, the education and training management of Depok City Civil Servants is not sufficiently qualified to become a driving force to increase the competency of Depok Apparatus. This is because the training need are determined by BKPSDM not by civil servants. The budget limitation has not been addressed creatively by BKPSDM. On the other hand, officials and staff who are responsible with human resource development have not all had a background in training. Moreover, this office does not have key performance indicators to measure the success criteria. One important aspect of the training is evaluation, but the delivery system of education and training for Depok civil servants is less effective in measuring the outcome of the training that has been held. In the final report on the training and evaluation in 2015/2016, mostly aimed at participant's satisfaction concerning food and facilities. Even though this aspect was a stage one evaluation from what was stated by Kirkpatrick (1998). Post-training validity should be carried out by BKPSDM at least at level 2. Questions such as, "Have the training sessions that you participated in increased knowledge, skills and work behavior?" such questions have never been asked, not surprising the effectiveness of education and training held by the Depok city government was low and did not meet the training needs of employees.

Second, Widyaiswara competency are mostly generalist. They are generally middle or high ranking officials who do not necessarily have the qualifications as trainer. Commonly, those who choose to become Widyaiswara because they do not have the hope of holding a higher structural position or because they are almost entering the retirement age limit (BUP). In LAN (2004) acknowledges the problem of Widyaiswara who do not have competence but become Widyawara. The problem of teaching staff arises because the teaching system in the past was not competency-based but only accommodated and channeled senior officials who wanted to extend the service period or officials who were having problems with the tasks and positions being promoted, so that the term "container box before retirement"

was known. Widyaiswara want teach as many classes as possible. But the location of the class is outside of Depok. For BKPSDM, this is a dilemma: on the one hand the training organizers cannot choose he right Widyaiswara on the other hand this office must accommodate the demand of Widyaiswara, more teaching schedules mean more money can be collected by. Widyaiswara with tight schedule in various cities, are not focus on teaching. They usually shorten the learning hour so they can leave for other city. Beside Depok, there are 27 districts / cities in province of West Java. The most commonly used methodology is lecture. Many if not most Widyaiswara usually unable to imply other attractive techniques such as case study, simulation, or other collaborative learning.

Participants and Personnel Department of BKPSDM

Participants

Training participants are civil servants from SKPD in Depok city. Head of SKPD or other lower ranking official will appoint his staff to become participant. Anyway, the appointment are not because she or he needs the training. A common complaint was raised by the instructor, namely the incompatibility between the objectives of the training program and the appointment of participants. A Widyaiswara who taught Financial Management for Public Sector said that many participants were not enthusiastic because they do not directly handle finance affairs but clerical. As a result, most of the participants were passive. One of the training participants strengthened Widyaiswara's statement that in his daily task he is responsible for non-financial or budget school administration. The participation of Depok civil servants in training was due to orders from superiors. Conversely there are those who say that their participation in training programs for refreshing or leaving routine work. In general, trainees will stay at the hotel, get transport and consumption money.

Personnel Department of BKPSDM

One of BKPSDM's task is to carry out Depok civil servant management. One important aspect in the implementation of human resource activities is career development. Career path is divided in two positions namely structural and functional positions. Functional position is consist of certain and general functional position. To occupy a career both structurally and functionally, in particular functional, must fulfill the specified requirements such as rank, education, experience, age and competence. Government Regulation Number 11 of 2017 requires that competence is an important element for civil servants to occupy a position. It's just that participation in training has not been taken into consideration in making decisions for placement, rotation and promotion. Placement, rotation and promotion are the authority of the Civil Service Administrator, namely the Mayor of Depok. The Mayor is a political appointee not a career position, many decision concerning rotation and promotion based on political consideration.

The personnel division in BPKSDM has never conducted training needs analysis, besides that, they do not know how to analyze and set competency of the whole positions, the department doing most administrative affairs rather than strategic work. BKPSDM does not have specialists to draft and organize strategic government human resource development. The absence of these specialists usually causes historical data related to education and training or the expertise owned by PNS is not recorded correctly.

Policy Maker: Mayor of Depok

Education and training mostly adopt policy of the Ministry of Home Affairs, the National Institute of Public Administration and the BKPSDM of West Java Province. The weakness of Depok civil servant training is due to inaccurate policies related to the training program. First, the policy does not

encourage civil servants freely taking part in training program held by other training centers such as, private training center, universities or other vertical agencies. In fact, there is no culture for competition among training centers in order to be the best place to learn. The absence of competition cause poor output and outcome form individual civil servant as well as the organization. the quality of the training program is not improving and fail to meet the demands of the job or the desire of civil servants. The secretarial training, for instance, is more appropriately provided by professional rather than by Widyaaiswara. Second, there is no evaluation system policy on the performance of employees or SKPD who are consumers. The Mayor also does not have data on the performance of BKPSDM's training section so far, it is important to compare BKPSDM's performance with other regions such as Surabaya, Palangkaraya, Jakarta related to the number of staff, budget, including education outputs and outcomes, such as the quality of training that has been followed. Third, there must be a list of managerial and technical competencies that are known correctly by civil servants and also a list of training programs designed according to the list of competencies so that individual civil servants can choose the training program according to their competency gap.

Root Definition

The training program does not give a positive contribution to change employee work behavior in achieving the vision and mission of the Depok city government. The training was held more in the nature of the SKPD leaders' interests and interests, not based on the needs of civil servants (Park: 2011). Grindle (1997: 15) and Daley (2000: 217) states ineffective training is a result of training programs designed separately from human resource strategic planning. To examine the root definition, this study uses CATWOE analysis to compile an overview of the conceptual model to identify activities needed to ensure the training will be much better. The CATWOE analysis is presented in Table 4.

Table 4 CATWOE Analysis of Depok City Civil Servant Education and Training System

Leveling	Actor	Focus on issues
Costumer Who benefits from technical training	Civil servant	participate in training courses that can meet competency gaps
	Work unit	The implementation of the work unit's task and function is fulfilled both in quantity and quality
Actor Those who involve in training	Mayor BPKSDM SKPD Widyaiswara PNS	Delegate part of the authority Organizing training Send training participants Teaching Following the teaching and learning process
Transformation That must change so that the input becomes output	Education and training programs organized by BKPSDM for the benefit of civil servants and organizations	Changes in knowledge, skills and work behavior of training participants
World-view What kind of perspective or understanding in order the system is more meaningful /	Realizing the training programs have impact and benefits to organization and society	Making changes to the current education and training system so that it is truly based on the needs of Depok civil servants
Owner	Depok Mayor	Has the authority to develop Depok Civil Servants

Who can stop education and training activities		
Environment Constraint Barriers that exist in the current system environment	Not having a concept of reforming current training system	Training based competency

In this third stage, it is necessary to change the education and training policies which must be prioritized to the needs of users (trainee and organization) rather than BKPSDM's interests.

Conceptual Model

The next stage after reviewing root definition is creating a conceptual model of the Depok City Civil Servants Education and Training system. This stage is carried out by comparing the real world with critical thinking which will produce recommendations for new training system. The recommendations will be related to the improvements in three players: policy makers, supplier and consumer. The conceptual model is presented in Figure 2.

The Planning to Change

The purpose of the Depok City civil servant education and training is to improve the competence of civil servants so that the performance of the Depok city government increasing. The technical training system must be able to respond the demands of each individual employee's training need, so it is necessary to improve the quality of training by changing the system from supplier to consumer driven.

The employee should be allowed to take part in training held by other providers, such as private training center and universities as long as the provider is qualified one. The Mayor of Depok formulate a policy that the evaluation of the implementation of education and training is not only at the level of participant's satisfaction regarding training facilities only but must include the impact for the organization. Education and training that has been followed by a civil servant must be taken into consideration in promotion, rotation and transfer. The Personnel Division must play an active role in carrying out the analysts' training needs, therefore the personnel department must have list of competencies for all positions and at the same time design the training program in accordance with list competency. Based on list competency on one side and the list of training program on another side, an employee will compare her or his competency with training program and choose the program for the individual development plan. The plan to change the system by considering current demands is presented in Table 5.

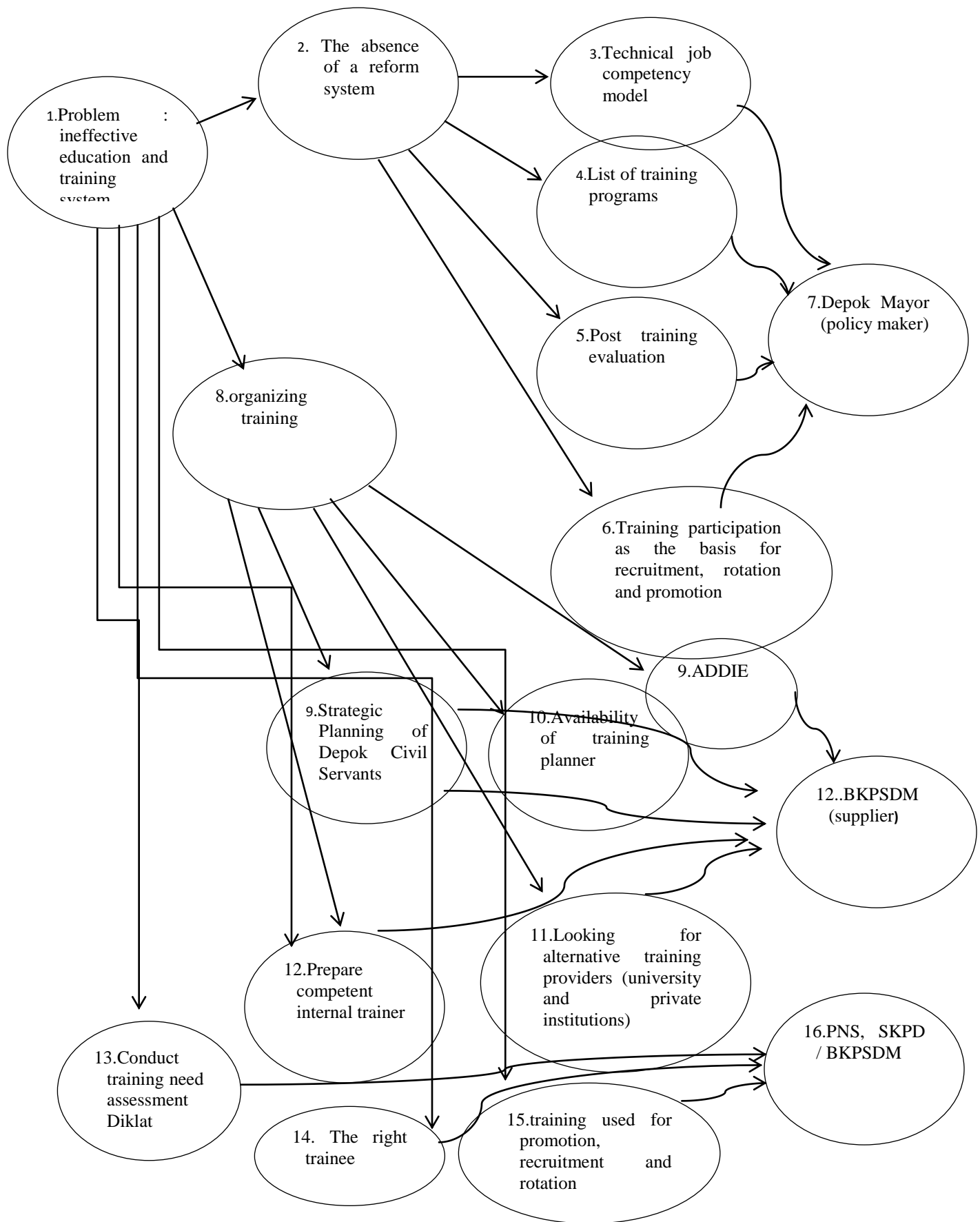


Fig. 2 Conceptual Model of the Depok Civil Servant Education and Training System

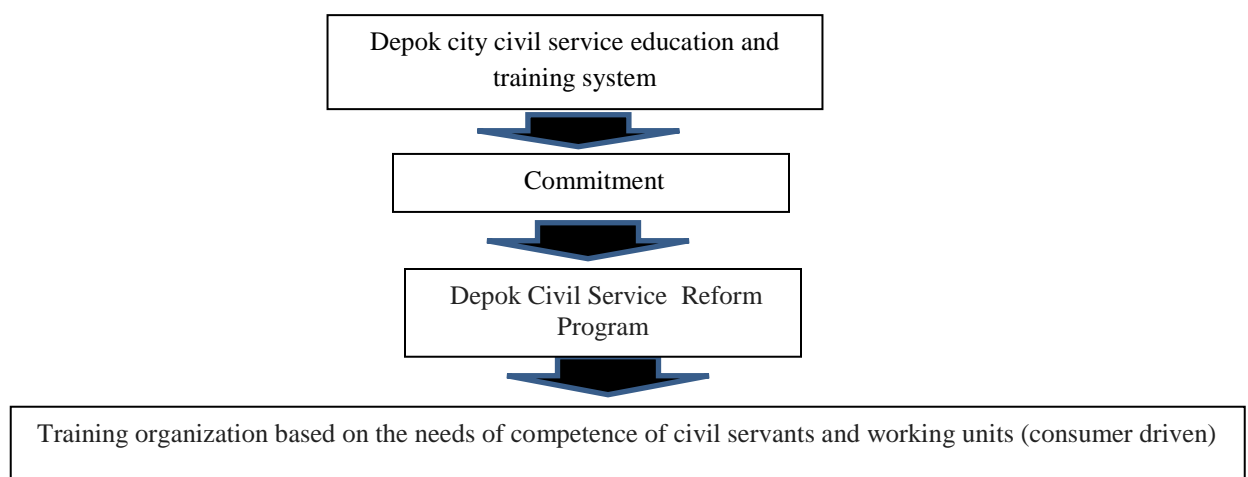
Table 5 Comparison of Models with the Real World

Factor 1	Mind set in the real world 2	Recommendation 3
BKPSDM has an interest in organizing education and training (<i>supplier driven</i>)	<i>Consumer driven</i>	Requires the commitment of the Mayor of Depok to reform the education and technical training system
Training management	BKPSDM does not have an education staff who understands education and training comprehensively	Placing employees who have training backgrounds, trainers or administrator training and mastering curriculum development
Implementing ADDIE (<i>Analyze, Design, Development, Implementation, Evaluation</i>)	Evaluation for training outcome has not been conducted	Post-training evaluation is carried out by an external unit of BKPSDM
Widyaswara	Having general competence rather than specific	Using trainer/facilitator from universities or practitioners. Recruit facilitator from internal
Personnel department	Have not carried out an analysis of the needs of training	Make a list of employee competencies and work together with the Education and Training division to design a training program that matches the list of competencies of each position and conducts training needs analysis
	The basic data on education and training history is not yet available and has not been utilized	aking education and training history as a basis for consideration for placement, rotation and promotion.
	Employees are more likely to be clerical staff	Need to procure employees who have the capability of strategic planning for Human Resource development
Training participant	Don't have motivation	SKPD appoint the right PNS who has gap competency
		It is necessary to have a policy to follow a minimum development program of 100 hours per year for every civil servant in Depok
The Mayor of Depok as a policy make	There is no policy to send PNS to training centers other than the training center	Creating competition among Depok city civil servants who take part in training

	of MOHA, LAN and BKPSDM of West Java Province	various training centers
	Training participation has not been seriously considered for career development	Formulating policy
	List of competency has not been well documented and socialized	Formulating policy

Based on Table 4, there are three important actors to reform the training implementation in Depok. The three training players have authority and responsibility to the creation of training effectiveness. For consumer, Personnel Department of BKPSDM should evaluate the overall personnel's performance. For the training supplier, Education and Training Departemtn of BKPSDM should evaluate the quality of curriculum of each training along with its input (budgets, staffs) and outputs. For Policy Maker, the Mayor of Depok is responsible to motivate each individual civil servants and all institutions in Depok to perform better. The new system formulation for training reform is shown in Figure 3.

Based on the picture above, there are three parties with very important role in realizing the effectiveness of training in Depok: The Division of Diklat of BKPSDM, SKPD and training participants as well as Depok Mayor as policy makers. The above fact differs from the assumption that money is the most important aspect in the creation of the training effectiveness. Evaluation is an important aspect in measuring the effectiveness of education and training, because feedback will show how much return of training investment (ROI) is obtained by the Depok city government training. Therefore, it is important that the evaluation is not only aimed at the training participants' satisfaction towards the implementation only, but the measurement is done on the outcome and impact on the organization and the performance of post-training civil servants. Although BKPSDM is not a Training and Education institution, the availability of human resources with the background of training management and curriculum development is still needed to design training needs that are not well obtained from certain training providers. For this kind of program, facilitators may come from universities or private training institutions considering this research finds limitations on the number, competence and motivation of the Widyaiswara. In addition to requiring training staff, BKPSDM requires staffing specialists who master the strategic planning of human resources does not function as an administration.



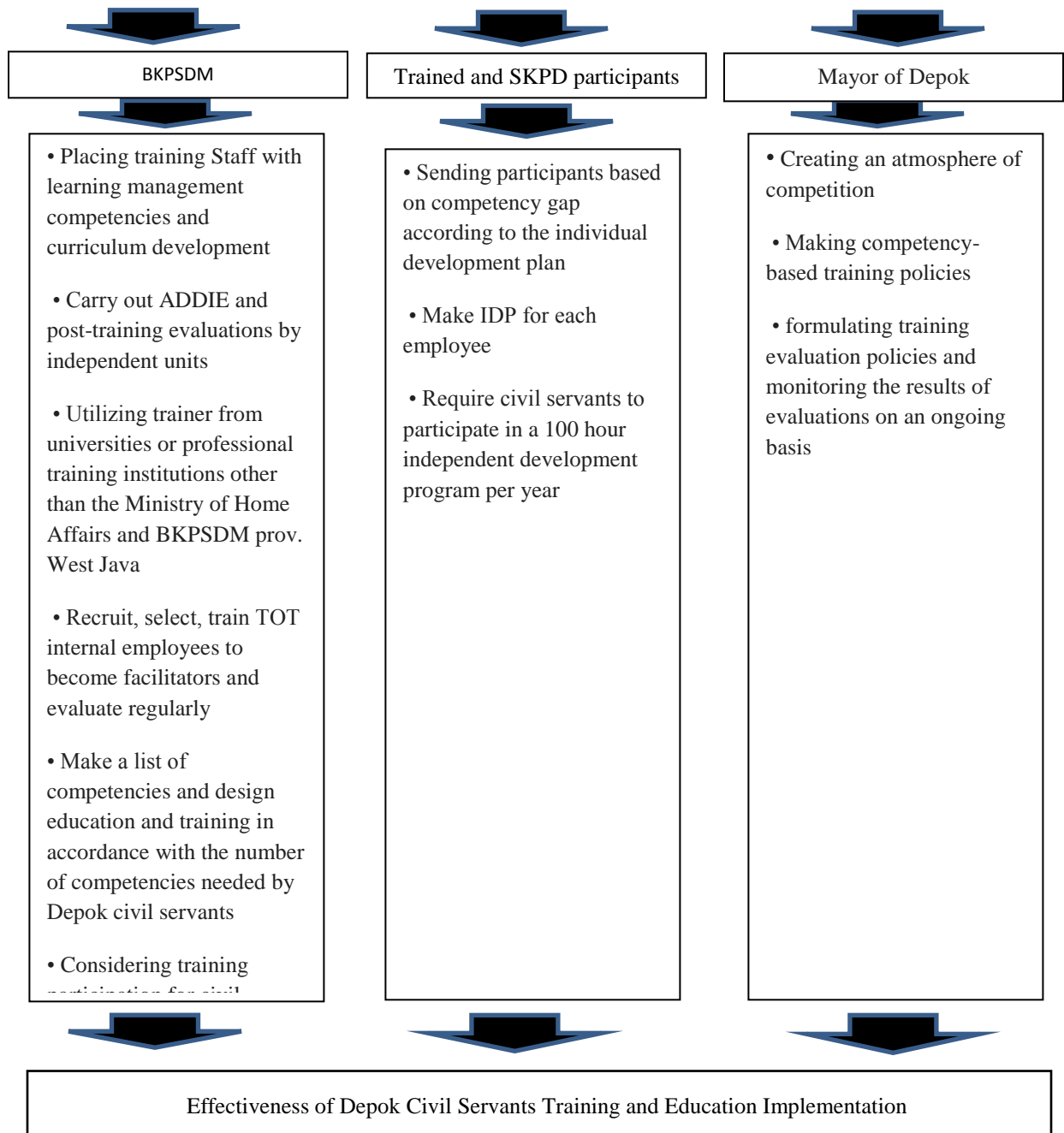


Fig. 3 System formulation

Recommendation

It was discussed in the introduction, this research aims to review the current system and suggest the implementation new model for it reform based on finding. The problem in the Depok civil servant trainings are very similar to other local government throughout Indonesia. Overlapping authority in managing training system since the government allocate budget and government institution may use the budget, insufficient training hours, ineffectual training, supplier driven training, and no competition among training centers. The local government official including Depok Administration are largely aware

of these problem and the reforms necessary to correct them. The problem is implementation, Among the success factors to be done by the Depok Administration are:

1. The commitment of the Mayor of Depok to improve the Depok PNS education and training system is the main requirement for the successful implementation of the education and training program. Although the budget is limited, training programs are made based on priorities even though they are few in number but have a large impact on the organization. The mayor of Depok must provide compelling explanation for why civil service training in Depok is to be emphasized and reformed. Before anything else, BKPSDM has the responsibility to provide an example technical training that designed and implement by BKPSDM in cooperation with other institution whose qualified trainers or facilitators. The training must demonstrate a successful series of training session that change individual and, by extension, the organization. Efficient budget use is another early step necessary for political support. Since, BKPSDM is not training center, one of the most cost effective investment it to train training staff and human resource specialist. The two position must be deployed and evaluated so that they can create a quick win, which is essential for gaining political support from the Mayor.
2. Efforts to make changes require coordinated efforts among work units in Depok city government. Therefore, it is necessary to establish an adhoc team consisting of executives, BKPSDM, SKPD, training centers, as well expert in academia. The adhoc team is tasked with making an action plan for the education and training reform of Depok city.
3. Conduction reform of the system must be carried out simultaneously in three important actors, namely in BKPSDM, SKPD and training and Mayor participants. Because the effectiveness of training is the result of the work of these three actors, little will happen if the government of Depok tries to change only one of them, such as increasing the budget, improvement on one side of the training results will not be optimal. BKPSDM's training section is important to evaluate how well the training center that provide Depok's civil servants in term of trainers, curriculum, BKPSDM's staffing division evaluates employees who have attended training. Evaluating the authority and responsibility of the Mayor of Depok is also important because from his policy it will motivate trainees, all SKPD and BKPSDM. In short, it can be said that reforming the training system at the same time must also update the management of the Depok city civil servants.

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